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**2021-2022**

The purpose of this narrative is to outline annual efforts related to the required uses of Perkins funds (per Section 135), to reflect on and review Perkins accountability performance data, and to describe any needed adjustments to your approved four-year [local Perkins application](https://www.education.ne.gov/nce/perkins-administration/approved-local-applications/) due to the impacts of COVID-19.

Please reflect on the following question and submit this narrative into the Nebraska Department of Education’s Grants Management System (GMS) along with your annual budget proposal. The budget proposal template can be found [here](https://cdn.education.ne.gov/wp-content/uploads/2021/03/TEMPLATE_Perkins-Budget-Worksheet2122.xlsx). Additional Perkins-related information can be found within the [Perkins Grants Management Guide.](https://www.education.ne.gov/nce/perkins-management-guide/)

# **Part 1: Required Uses of Perkins Funds**

Per Section 135 of Perkins V, funds must be used to support CTE programs that are of sufficient size, scope, and quality and in each of the following six ways. Please describe how your district, consortia, or community college used Perkins funds last year on the following activities:

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| 1. **How were Perkins funds used to provide career exploration and career development activities**? If funds were not used last program year in this area, please describe when this required use of funds will be addressed. |
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| 1. **How were Perkins funds used to provide professional development for CTE professionals?** If funds were not used last program year in this area, please describe when this required use of funds will be addressed. |
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| 1. **How were Perkins funds used to provide within CTE programs the skills necessary for students to pursue careers in high-skill, high-wage, and high-demand industry sectors or occupations?** If funds were not used last program year in this area, please describe when this required use of funds will be addressed. |
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| 1. **How were Perkins funds used to support the integration of academic skills into CTE programs and programs of study?** If funds were not used last program year in this area, please describe when this required use of funds will be addressed. |
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| 1. **How were Perkins funds used to plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement of the local levels of performance?** If funds were not used last program year in this area, please describe when this required use of funds will be addressed. |
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| 1. **How were funds used to develop and implement evaluations of the activities carried out with Perkins funds?** If funds were not used last program year in this area, please describe when this required use of funds will be addressed. |
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# **Part 2: Perkins Accountability Data**

Through the reVISION process, all local recipients analyzed disaggregated student performance data to identify performance disparities across student groups, detect root causes, and direct resources towards addressing both. In your [local Perkins application](https://www.education.ne.gov/nce/perkins-administration/approved-local-applications/), you described how CTE concentrators from special populations will be provided with programs that enable them to meet or exceed State determined levels of performance and prepare them for future learning in H3 occupations. Under Perkins V legislation, local recipients are required to meet at least 90% of the state determined levels on the [core performance indicators](https://www.education.ne.gov/nce/cte-data-research/perkins-performance-indicators/) (1S1, 2S1, 1P1, 2P1 etc.).

Two primary reports are available within ADVISER, the Central Data Collection (postsecondary), or upon request to review Perkins-related accountability data: the (1) Perkins Indicator Report and the (2) Perkins Indicator Trends Report. Both reports disaggregate data based on sub and special populations.

After reviewing your overall performance relative to the State goals, please reflect on the following:

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| 1. **Were there any performance indicators (1S1, 2S1, 1P1, 2P1, etc.) that your district, consortia, or college failed to meet? If so, please provide a short reflection on what may have impacted performance in those areas. Where possible, provide any strategies that may be implemented to address the gaps.** *(Note: A Performance Improvement Plan will not be required at this time for any Perkins recipient. A more in-depth review will be conducted when the reVISION process is updated for 2022-2023).* |
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| 1. **Are there any disparities in performance across the subgroups or special populations of students and all CTE Concentrators?** If so, please describe what actions you plan to take to address them (here is a [great resource](https://cdn.education.ne.gov/wp-content/uploads/2020/07/NE-Special-Populations-Brief-FINAL-WEB.pdf) for your reference). |
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# **Part 3: Necessary Local Application Amendments**

The COVID-19 pandemic has disrupted educator and student experiences this school year, and potentially the four-year goals and activities your district, consortia, or college set out to achieve through the Local Perkins Application.

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| 1. **Considering your** [**approved Local Perkins Application**](https://www.education.ne.gov/nce/perkins-administration/approved-local-applications/)**, are any necessary changes to the upcoming program year needing to be made directly as a result of COVID-19? If so, please describe them in detail.** *(Note: four-year goals are unlikely to change given the comprehensive needs assessment (reVISION) that was conducted in determining them. If major changes are necessary, you may be required to conduct additional stakeholder engagement and submit a new four-year plan. Minor changes to activities may be permitted given the unprecedented impact of the pandemic. If any budget amendments were previously submitted and approved, those would not need to be described here, as this reflection should focus on the upcoming program year in relation to your approved four-year plan.)* |
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